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ABSTRACT

Based on the experience of Teams of NonTraditionals Support Network at Jefferson State Vocational Technical School (Kentucky), this manual is designed to help teachers and administrators to implement a support system for nontraditional students (primarily females in traditional male fields) in vocational and technical education programs. The manual consists of 15 chapters. The first six chapters provide information on planning and implementing the support teams. These chapters cover the need for support for nontraditional students, planning to implement the teams, teacher orientation to the teams, preparing students for team leader responsibilities, duties of the team leader, and the role of the team leader. The last nine chapters provide topics and articles for discussion in team group support meetings. These chapters include men's and women's roles, interviewing tips for nontraditional workers, a recipe for happiness, how to be a winner, assertiveness training (including exercises), the legal definitions of sexual harassment, new job anxiety, and teasing and testing on a new assignment. (These topics were selected on the basis of questions that team leaders asked during the field test of the project.) (KC)

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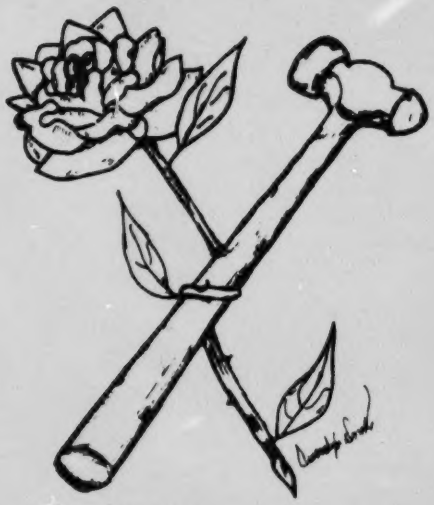

A HAMMER, A ROSE

I, female, can be myself, a woman, with all that it implies and still hold a hammer, build a house, fix and work the machines of now and future, keep our world lit bright.....
I am a rose holding a hammer!

I, a male, can be myself, a man, with all that it implies and still gently hold a rose, type your letters, answer your phones, give you medicine when you are ill, guide our children through their childhood years.....
I am a hammer holding a rose!

by
Gwendolyn Drake
Electronics student
TNT Team Leader
Jefferson State Vocational School

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by Bettie Tipton

November 1982

MESSAGE FROM THE SUPERINTENDENT OF PUBLIC INSTRUCTION

By meeting the needs of students based upon their abilities and interests, the quality of education improves. To aid in the improvement of the quality of education, efforts have been made to provide information which enables individuals to match their abilities and interests with competencies required for specific vocational education programs. Results of these efforts can be seen in the conscious choices being made by both women and men to enroll in vocational programs that heretofore were restricted because of the sex of the individual.

Recognizing the impact the socialization process has on all people, support services for students enrolled in nontraditional vocational programs were arranged to help the pioneering students cope with traditional attitudes of both men and women in positions that may have a direct or indirect influence on the pioneers.

Educators are commended for recognizing that meeting the needs of students and improving the quality of education go hand in hand.

Raymond Barber
Superintendent of Public Instruction

A special thanks to the students, counselors, program coordinators, and administrators who made the support services for nontraditional students possible and successful.

The Kentucky Department of Education does not discriminate on the basis of race, color, national origin, sex, and handicap.

Final Report - TNT Support Network
(Teams of NonTraditionals)

The final report is primarily the manual on how to implement a support system for nontraditional students. However, a summary of the project is presented as the final report for the TNT Support Network.

The TNT Support Network, teams of nontraditionals, was initiated because several women enrolled in industrial education (trade and industry) programs admitted to their counselor that they were experiencing problems and/or meeting resistance as nontraditional students. Problems of being a single head of a household were also identified as having an impact on these students while in school. These students, as a group, learned by meeting periodically to share their common or similar experiences that they were better able to cope because someone was available to support them as they pursued their career goals.

When the support group was formally organized, the membership of the teams of nontraditionals was for both women and men nontraditional students. These students were to make the new nontraditional students feel comfortable as nontraditional students paved the way for others who would follow to pursue a career because of their interests and abilities without artificial barriers.

During the group sessions with the team leaders, the women students indicated they were concerned about some women who came into the program and "acted helplessly," dressed provocatively, and other such behaviors that would make the path of the self confident nontraditional student more difficult. These students felt strongly enough about their image as a person choosing a career that they wanted regardless of tradition to work with the women who might be behaving in such a manner as to cause a set back in the equal opportunity frontier. The methods used by the team leaders in these situations depended upon the personality of the individuals involved. Judgment then is an important characteristic of the team leader.

In the industrial education (trade and industry) programs, the female students did experience some sexual harassment especially from the traditional students. Some of the team leaders were not sure how to cope with the sexual harassment, but used common sense and generally the harassment stopped. The types of harassment the students did experience were discussed at some of the group sessions. The discussion also included ways the harassment was stopped or if was still ongoing, suggestions as to how the harassment could be stopped by individuals in the situation.

The men nontraditional students indicated they met no resistance to their being in a program for "women."

To help overcome resistance to nontraditional students by traditional students of the same or opposite sex, traditional students were invited to some of the meetings and special activities that were held to address some of the needs that the students had identified. This invitation of traditional students to the team leader meetings did cause more understanding among nontraditional and traditional students as evidenced by traditional students wanting to be a part of the group. From that meeting on, the team leaders were both nontraditional and traditional students working together to help new students.

Since the team leader concept is primarily group guidance, the counselor is recommended to direct the team leaders. The counselor involved in this project became a friend and confidant to the team leaders. As a result of the team leaders knowing the counselor cared, more students started coming to see the counselor. The counselor said the experience with the team leader project made him/her a better counselor.

A training session on the team leader project was held for all vocational counselors who worked in state operated vocational programs so the support network for nontraditional students could be provided.

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I. Introduction

INTRODUCTION

While working with women enrolled in nontraditional vocational education programs, Joan Kirchhoff, a vocational school counselor, recognized a need to establish a support system for nontraditional students. Because of the rapport the counselor had developed with students enrolled in nontraditional vocational programs, the students came to the counselor with some of the following problems: afraid to walk down the halls at break and lunch; uncomfortable with cat calls in the halls and class; afraid to ask teachers questions for fear of being labeled dumb; not knowing where to purchase proper shoes; tired of sexual harassment and afraid to tell the teacher or to tell the person doing the harassing to stop; being given the clerical work and not the mechanical work in class; afraid of losing their "femininity"; how to deal with situations in which the teachers tell the men they let a woman or the women beat them; math anxiety; financial problems; baby-sitting problems; and other females coming to class suggestively dressed.

As the counselor listened to the individuals relate their trials as a result of being enrolled in nontraditional vocational programs, it became evident that these students needed support from someone. A natural for that support was the students themselves. Not only could they support one another, but could help and support the students enrolled in nontraditional programs for the first time. Hence, the buddy system or team leader program was born.

Soon after the project was begun, Ms. Kirchhoff left the school to take a position in another school. The team leader support system was developed and field tested at Jefferson State Vocational Technical School under the direction of Gloria Goldstein, Charles Simpson, and Bettie Tipton.

II. Planning the Implementation of the Teams for NonTraditionals

Planning the Implementation of the Teams for NonTraditionals

In initiating anything that is new, adequate research and planning must be completed before taking the idea to the administrators and others who will be actively involved in the new project.

The first step is to identify the needs of the students enrolled in nontraditional vocational programs. Counselors can do the needs identification most effectively because they have already established a rapport with many students. The most practical way to identify the needs of students enrolled in nontraditional programs is to ask the counselor to contact the nontraditional students with whom a rapport is established to obtain the information. These selected students will be very open and honest in their responses as to the successes and trials they face in the shops and/or cooperative work station and how they coped with each trial.

Needless to say, if the rapport with students is nonexistant, then activities to earn the respect of the students must be initiated. The students must feel free to express themselves, to be able to identify problems without fear of recriminations as well as explain how specific situations were addressed. Most important of all, the students must know that what they say is heard and considered. This is crucial when rapport is being instituted.

After the students have explained their real life trials, barriers, and successes, then some study of research regarding sex bias, sex role stereotyping, and sex discrimination would be especially helpful. Other sources, such as experiences in one's own life or a close friend's or relative's life can be a tremendous resource for helping others deal with similar circumstances.

After internalizing the information the students have provided and the information that has been researched through a variety of sources, a plan of action is developed. Ask the students who provided the trials, etc. they had to face to review and discuss the plan of action in a round table session. From the discussion make the necessary revisions to the plan. Be sure the students know their input has been included in the revisions. This cadre of students will have a great impact on the success of the program.

Now that the plan has been formulated, it must be presented to the school principal. The key issue to be discussed is meeting needs of students and enhancing their levels of achievement. The principal must realize the nontraditional students face unique situations and have

to cope with anxieties that are more stress related than the traditional students. The support system is continuous; every time new nontraditional students enroll, they need some type of support.

While the educational system and society as a whole are going through a transition of expecting people to choose occupations based upon abilities and interests rather than their sex, it is crucial today that educators take the lead in supporting and providing support groups for students who elect a nontraditional occupation. It is also critical for educators during the transition period to set the example and to teach students to accept individuals as they are.

Beside meeting the needs of students, there are other benefits for the school which results from the support system for nontraditional students. One benefit is the development of pride in "their" school. Because these students feel good about their school, "the word" is passed on to others 1) who are interested in enrolling, 2) who know someone who is interested in the school, 3) who are looking for employees, and 4) who are community leaders. The positive reputation of the school grows because the students know at least one person in the school cares about them enough to listen to their suggestions/observations.

Another benefit is that the trained team leader may be able to prevent certain situations that could cause serious conflicts in the class or in the school. This does not mean the team leader will try to intervene during a fist tight or assume responsibility of the school personnel. For example, the team leader may help if a nontraditional student is observed feigning "helplessness" and the other students who are "pulling their share" show signs of resentment. The help comes because the team leader has worked at building rapport with all students in the class and can prevent much resentment by a private rap session or some other alternative.

To help the principal understand the role of the team leader, the following are the do's and don't's the nontraditional students identified as their role in the initial stages of the support system.

DO'S

1. Offer help as needed.
2. When new student is observed making a mistake, ask her/him if she/he is sure about what he/she is doing (or similar words to that effect).
3. Offer support and encouragement.
4. Tell her/him "what's going on".
5. Emphasize importance of math and encourage early attention to improving math skills.
6. Talk with him/her about "to play or not play" sexual games.

DON'T'S

1. Don't help too soon--before you are asked.
2. Don't go beyond your own limits in assisting her/him.

The next step after obtaining the principal's support is to orient the teachers and obtain their support.

III. Teacher Orientation to Teams of NonTraditionals

Teacher Orientation to Teams
of NonTraditionals

In the past few years, much emphasis has been placed on equity in vocational education. Females and males have been encouraged to enroll in nontraditional vocational programs in which they have abilities and interests. When applicants enroll in nontraditional programs, many times problems, crises, barriers, frustrations, and resentments arise for nontraditional and traditional students as well as the teachers. To aid in the adjustment and provide support for the students who choose nontraditional vocational training, the teams of nontraditionals (buddy system) concept was developed and implemented.

The teams of nontraditionals are made up of two or more nontraditional students. The buddy or leader is a nontraditional student who has been in the program long enough to be knowledgeable of the program requirements and who is able to cope with pioneering (being involved in causing a change to occur). The other team member(s) are non-traditional student(s) who have just entered a nontraditional vocational program. In most cases, there will be at least one team per shop; however, in shops where all the nontraditional student(s) are new to the program, the team leader from an adjacent shop assumes the role of team leader until one of the new students is willing to become a team leader.

Teachers and administrators must understand that nontraditional students feel more insecurities than traditional students when enrolling in a vocational training program. These insecure feelings may be caused by disproportionate enrollments which tends to make a person feel alone and have concerns like or similar to the following: how will the members of the class accept me; asking questions will cause the teacher to think I'm dumb; what are the appropriate questions to ask the teacher; by enrolling in a certain program, will I lose my femininity or masculinity. Teachers need to be sensitive to these feelings of insecurities, but at the same time all students must be treated equally.

By pointing out some of the insecurities the nontraditional students feel, teachers should reflect upon past experiences with nontraditional students and may discuss their experiences in terms of positive and negative situations. The purpose of the teacher discussion is to obtain from the teachers their ideas as to how the team leader program will benefit students and teachers alike.

It must be emphasized that team leaders do not replace the teachers nor do team leaders become tutors, secretaries, or counselors. Instead, the teacher and team leader work as a team to provide support when necessary to the nontraditional students and are examples to the traditional students by showing acceptance of individuals who are different.

By teaming nontraditional students, they will give each other support as they break through the barriers that heretofore kept individuals from going into occupations for which they had interest and abilities. The more experienced nontraditional student is an example for and guides the new nontraditionals through program insecurities, harassments, and/or personal problems related to being nontraditional. The team leader (experienced nontraditional), when appropriate, suggests or directs the new nontraditionals to the school counselors for assistance that is beyond the parameter of the team leader role.

Even though the primary focus of the team leader support system is the nontraditional student, the teachers also benefit from the program. However, it must be emphasized and re-emphasized that the role of the team leader is to help the new nontraditional students cope with being nontraditional. The team leader is not a teacher or teacher aid and in no way takes the place of the teacher. However, teachers need to be aware that some natural peer teaching will occur because of the nature of the support system.

Teacher Role

The teacher chooses the team leader from her/his shop based upon the following criteria:

1. Nontraditional student
2. Been in program for three months
3. Be skillful in the occupation
4. Be able to get along with teachers, peers, and others
5. Use good judgment
6. Be assertive (take up for self without offending)
7. Be observant
8. Be able to direct others
9. Willingness to participate

The most important criteria for team leader selection is that the team leader gets along with the teachers and students. This relationship establishes an open channel of communication. The team leader is just what the name implies--a leader. Leaders must be able to talk to and listen to her/his peers, teachers, counselors, and others.

All teachers are responsible for providing an atmosphere that is conducive to learning. Teachers must be sure the subject matter content and teaching methods are sex fair; teachers are responsible for preventing and/or stopping sexual harassment in the shop and in live work (coop) situations; and teachers must implement appropriate actions that will aid in providing an atmosphere instrumental to learning. The team leaders can be a valuable resource to the teachers when implementing necessary actions for facilitating learning.

The team leader is an excellent resource in assisting the teacher with the shop orientation. Prior to enrolling new students, the teacher and team leader plan the content and activities for the shop orientation and make arrangements for the team leader to meet the new nontraditionals at a designated time and place. On the first day of school, the team leader introduces herself/himself to the new nontraditional student or students; and as the students walk to the shop, the team leader points out the location of the restrooms, snack bar, bookstore, the counselors' offices, and any other information the team leader feels is appropriate for a new student, especially a nontraditional student. At the shop, the team leader introduces the new nontraditional student(s) to the teacher at which time the shop orientation begins.

One very important role of the teacher is to allow the students to participate in the team leader program. Teachers need to recognize that being skilled in working with other people is just as important as being skilled in an occupation. Most people are fired because of poor attitude, not the lack of an occupational skill. When students leave the shop for an hour every month for the rap session, they are still receiving training. The group guidance sessions with the counselor and the team leaders will be held periodically throughout the year. In the beginning, there will be several sessions which actually is the training of the team leaders. After the initial training, the group meets once a month for one hour to discuss the successes and problem situations the nontraditionals have had. If there is a situation that requires a solution beyond the scope of the team leader, then team leaders as a group may recommend a resolution to the school administration or implement the resolution under the counselor's direction. At some of these sessions, other nontraditional students should be invited to participate to give them first hand information about team leader function as well as learn the information presented during the session that is specifically directed to nontraditional students. At other times, traditional students should be involved to get first hand information about the team leaders and to facilitate attitudes of accepting individuals as they are. The involvement of traditional students provides the mechanism to cope with any jealousy that could arise because one group of students is getting more attention than the other group.

Teacher Benefits

Teachers benefit from the Teams of NonTraditionals by choosing the team leader who relates well with the teacher and the students. This means there is a little less resistance of traditional students accepting nontraditional students in the program. The teacher has someone to guide the nontraditional student which helps prevent inappropriate student behavior, misunderstanding, and sexual harassment that impacts the vocational program by providing a class conducive to learning. The relationship the teacher has with the team leader will aid the teacher in being sensitive to the insecurities the nontraditional

student feels as well as making more efforts to eliminating sexual harassment of nontraditionals by traditionals. Another benefit teachers have is assistance in implementing the shop orientation. After the orientation is planned, the team leader knows what their responsibilities are and that they have been assigned to complete those tasks with new students. As the team leaders work with new students, the teacher has time to work with the advanced students. Even though the team leader is not a teacher, the teacher benefit from the limited peer teaching that naturally occurs in the team leader process by having more time for the other students.

An indirect benefit to the teachers is the information the team leaders receive from the team leader group meetings and the guest speakers who are invited to address a special need of the nontraditional student. Team leaders are to share the information with their class and many times the information benefits all the students in the program. For instance, a presentation on financial aid, other than the BEOG grant, identifies sources available within a community. A female student, who is not a team leader receives the information from her team leader, applies for and receives a scholarship. Another example of benefits to all students is a transportation board which identifies students needing a ride or riders to school. These students then make contact with the others for ride sharing.

When students' personal problems, such as financial difficultues, are nonexistant or kept to a minimum, their performance in their skill training program will be more near their ability.

IV. Preparing Students For Team Leader Responsibilities

Preparing Students For Team Leader Responsibilities

The recommended technique to teach the selected students their responsibilities as a team leader is group guidance under the direction of a counselor. This approach allows the students to share experiences related to being in a nontraditional vocational preparation program. The experience may be one that 1) happen to the team leader 2) team leader observed the occurrence in classroom/shop and/or 3) knows someone who had certain experiences.

To get the team leaders to share both good and bad experiences, it may be necessary for the counselor to start the sharing process by telling the group either a personal experience or one that was read in the newspaper or research materials prior to actual implementation of the support system for nontraditional students. After the facts are presented to the team leaders, their involvement is insured by asking them to explain the action that should be taken to enhance, correct, or alleviate the situation. This activity should cause a discussion and some of the team leader experiences will be shared. The team leaders should be encouraged to describe the action they took to eliminate the bad or enhance the good experience. After the explanation, the counselor can initiate further discussion by asking for other ideas as to how the same situation could be handled.

During the discussion of other possible solutions, the counselor must observe the students to be alert to the shy students who have a contribution to make, but cannot seem to get into the conversation. By watching for these signs and directly asking the shy students for their opinions and/or experiences, training in communication and leadership is taking place.

During the field test of the support system for nontraditional students, one of the team leaders was very quiet, but very alert to her surroundings. Her expression indicated when she wanted to say something and she was asked directly for her contribution. After a meeting or two, she told the counselor she did not like to talk before a group of people. However, she became comfortable with the team leader group and would make contributions at her own initiation. After one half of the school term had passed, she was making presentations to groups of people.

As the various experiences are discussed, the counselor must be sure that the experiences include relationships between nontraditional students and 1) traditional students (both female and male) 2) nontraditional students (both male and female) 3) counselors, administrators, and teachers 4) employers, and 5) parents, spouses, children and friends.

Because of its personal nature, the reaction nontraditional students

get from family and friends will probably be the last topic to be discussed. The team leaders need to get to know each other before asking them to discuss their personal experiences.

The next step is to seek from the team leaders the kinds of information they needed as applicants or beginning students. This activity identifies some of the information and/or procedures team leaders may need to share with applicants or new students. It will also identify the information and/or procedures the team leaders may need to share with applicants or new students. It will also identify the information and/or procedures the team leaders need to know themselves in order to help others and possibly themselves.

Team leaders need to know the names of the administrators, the teachers, the counselors, the Title IX/Section 504 Coordinator and learning lab coordinator. Other types of information the team leaders should possess are students rights (Title VI, Title IX which includes sexual harassment and Section 504). The student grievance procedure should be clearly explained to team leaders and the contact person identified in the grievance procedure introduced to the team leaders. Sources of help to the students, such as availability of financial aid, learning resources, babysitting services, transportation services, outside agencies, and self help resource centers should be throughly understood by the team leaders. These resources may be solutions to some of the problems nontraditional students may have. Many of the above helps are beneficial to all students enrolled in vocational school. Team leaders armed with this information are in a position to provide suggestions as they assist students adjusting to being "different" (nontraditional).

During the team leaders discussion of the positive and negative experiences related to being a nontraditional student, it became evident that they did not know the definition of sexual harassment or what their legal rights were. At one of the group sessions, the types of sexual harassment based upon a study conducted by the National Advisory Council on Women's Educational Program was presented. After the presentation, the team leaders requested that the same information be presented to all students and teachers in the schools. The recommendation of the team leaders was taken to the administration and the scheduling of all students and teachers for the session on sexual harassment was completed. The summary of the sexual harassment study is on page 60 of this manual.

Inviting Traditional Students and Teachers to Attend Team Leader Meeting

Much of the resistance nontraditional students encounter comes from students enrolled in traditional vocational programs. There are many reasons for the resistance traditional students exhibit, but the primary reason is that sex role stereotyping is taught from birth. As soon as a child is born, its sex determines how the adults will treat that child and what the expectations of the child are. When a person steps outside the expectations of society, a conflict arises and pressure is brought to bear on the individual who chooses to be

different. This pressure is meant to force the persons into their appropriate role for their sex. By inviting traditional students to the team leader meeting, efforts are made to bring about understanding and acceptance of those who choose to be different, and the reason for the choice.

This technique includes the traditional students as a part of the team leader organization and helps to minimize any resentment traditional students may feel because of the extra attention nontraditional students receive. Traditional students can help other traditional students accept nontraditional students as well as provide moral support to the nontraditional students. The idea is to cause the students to work in harmony as individuals with similar interests and abilities.

As a result of inviting a traditional student from each shop to attend a team leader meeting, the nontraditional and traditional students decided as a group that each shop should have two team leaders--one being a nontraditional student and one being a traditional student. The advantage is the availability of two people to provide support for nontraditional students and also to help traditional students. The example of a nontraditional and traditional team leader working as a team themselves illustrates acceptance and support of individuals because of their abilities, interests, and needs. This group of traditional and nontraditional students identified information by topic they felt they needed while in school. The frequency of the topics and the topics are as follows:

10	Information center (resource)
10	How to find a good job
10	More on financial aid
6	Developing transportation systems (carpool) directory
6	How different classes are run
6	Student-student relationships
6	Maturity, adult living, adjusting to the real world
6	Student-administration relationships
6	Students' children
5	VICA clubs
5	Interviews--how to handle hostile inservice
5	Banking and checking
5	Student governments
4	Student-teacher relationships
1	Suggestion box for each shop for content of self help resource center
1	Party

From these topics, programs on financial aid and employers' expectations during an interview for employment were held during one of the regular meetings. The interview session was made available to all students and the content of the meeting is on page 37 of this manual. A self-help resource center was developed and organized by team leaders and faculty

members. The student organization VICA was started because one team leader was interested enough to get the process started and to identify other students who were interested in the student organization.

A Transportation Board was established for ride sharing and placed in a heavily traveled area of the school. The board proved to be so popular that additional information sheets had to be made so the students could make contact for car rides or car riders.

Invite Teachers to Team Leader Meetings

One of the activities in the project was to invite teachers when possible to attend a team leader meeting. The purpose was to provide first hand information regarding the content of the meetings, and observation of team leaders participation. The teachers from participation in the session or sessions could see the value of the support system and offer suggestions for improvements.

During the field test, this activity was not accomplished. The counselor met with the teachers during their faculty meetings on a couple of occasions. One occasion was to explain the support system to the teachers and the other was to provide guidelines on student selection for the role of team leader. The counselor made several one-to-one contacts with the teachers to keep them up to date on progress of the support system and to deal with any problems the teachers expressed with the support system for nontraditional students.

The counselor for the team leaders feels very strongly that the teachers must be invited to come to the team leader meetings when it is possible. A two teacher program would provide the opportunity for each teacher to attend on separate occasions. In a one teacher program, the counselor and team leader must assume the responsibility to keep the teacher informed. In fact, all team leaders must keep the teachers current as to what is happening during the group sessions and what the team leader program has meant to them as team leaders.

Summary

The actual training of team leaders takes from two to four months. The number of times the group meets in the beginning month will determine if training can be done in less than four months. With open entry open exit, the need for continual training of team leaders is constant. When team leaders leave the school, others have to be identified and prepared to assume the role of team leaders. Other team leaders know when their last day at school is, the new team leader could be identified prior to that date so there would be time for peer training, group session training, and individual training under the direction of the counselor.

The team leaders started the group as strangers. After the first or second meeting, bonds of support for the others in the group were observable. These individuals were very much interested in making it easier for students who would follow them. Each of the team leaders mentioned at various times they wished they had had someone to answer questions for them and to know that someone was there if needed.

V. Description of Duties of Team Leader

Description of Duties of Team Leader

School Visitation and Exploration

I. The role of the team leader during the School Visitation.

A. One team leader explains what the responsibilities of the team leaders are. A different team leader gives explanation at each visitation (tour of facility).

B. Team leader makes a few remarks regarding the program from a nontraditional person's point of view.

II. The team leaders role in the classroom during the Program Exploration.

A. Team leader relates personal experiences about expectations/fears when entering nontraditional program.

B. Team leader helps potential nontraditional student do planned hands-on experiences and answers questions.

Registration

III. The role of the team leader during Registration.

A. One team leader or counselor explains the team leader system prior to completing registration forms.

B. Explain student rights, grievance procedure, and identify Title IX/Section 504 Coordinator.

C. One team leader representing team leaders from several shops in same area of school takes nontraditional students to teachers in appropriate shops after registration, or each team leader meets new students prior to start of school.

D. On way to shops, team leaders point out location of restrooms, bookstore, student services office, pay phone, cafeteria, etc.

E. If the first day of class is not the day of registration, then the new student will meet the team leader in the program area.

F. Distribute list of team leaders by program.

Occupational Training Program

IV. The role of the team leader when new nontraditional student enters the training area.

A. Assist in each shop orientation as planned by teacher and team leader.

1. Introduce student to class
2. Safety
3. Location of tools and work stations
4. Proper clothing
5. Tool identification
6. Competency based instructions
7. Related academic work
   a. Use non-threatening approach
   b. Available academic help
      1. Learning center
      2. Special Remedial classes

B. Introduce school services available.

1. Counseling - identify counselor
2. Library
3. Resource center
4. Financial aid available
   a. BEOG
   b. VA benefits
   c. Work Study
   d. CETA
   e. Student Loans
   f. Vocational Rehabilitation
   g. E.O.C. (Educational Opportunity Center)

C. Invite new nontraditional to go to lunch and/or break.

1. Establish rapport
2. Provide moral support at beginning of training program

D. Observe new nontraditional acceptance into program.

1. Watch for behaviors that could make for a bad situation.

a. New nontraditional student

b. Traditional student

2. Observation needs to be objective and factual. Report what is seen. Motives can be many and what may seem to be one motive to one person may be a completely different motive to another.

3. During observation keep out of the picture. As soon as the team leader enters into what ever is occuring, the situation may change completely masking what was happening or about the happen.

4. Observation is to identify behavior that is potentially inappropriate. Mental or written notes may be kept for future reference.

5. Do not develop into a "spy ring." The team leader's support during the adjustment period of new nontraditional student, which includes observation, should be reasonable short. The team leader group is the logical extension of the team leader role. However, the team leader is available for the duration of the school term. Each newcomer should be invited to at least one meeting of the team leaders.

E. Discreet suggestions are touchy and the team leader may be misinterpreted as being nosey or interfering. The following ideas may be considered:

1. Wait until you are asked.

2. Plan a rap session or luncheon date and if the subject comes up, then offer suggestions.

a. You may desire to discreetly steer the conversation toward the particular incident(s).

3. Ask the new person to attend the team leaders meeting. During that meeting, the specific situations (no names) and possible solutions may be discussed. The team leader who is affected describes the situations or asks another team leader to initiate the discussion.

F. Active Listening

1. Ask leading or open questions.

2. Be non-commital until all facts are evaluated.

G. Intervention

1. Intervention does not mean "telling the guys/gals off," acting as a body guard, or jumping feet first into a volatile situation (argument, fight). Intervention <u>should</u> take place only when <u>absolutely</u> necessary and should occur before

a situation is uncontrollable. Some students may not gain anything from all other team leader attempts, and intervention is the only option left.

2. Methods of Intervention
   a. Through the team leader
   b. Through the teacher
   c. Through the counselor
   d. Through the TNT group
3. Intervention requires judgment when determining the steps to be initiated. Team leaders are not custodians or teachers but help mates to newcomers by being alert to possible serious situations.

H. Implementation
   1. Classmate is seeking help and is willing.
   2. The team leader assists in the
      a. Development of a plan
      b. Implementation of the plan
      c. Evaluation of the progress made
      d. Update the plan

I. Encourage new nontraditionals to come to group sessions for all nontraditionals.
   1. Give the new student a few weeks to become familiar with the classroom and school routine.
   2. After two-three weeks, the team leader formally invites the new student to the next team leader meeting.

J. Team leaders are encouraged to invite traditional students and teachers to attend the meetings.
   1. First hand information about team leaders
   2. Seek active support of traditional students and teachers

* After the team leader program is organized and operational, the meetings, topics, and arrangements are made by the team leaders under the guidance of the counselor.

VI. Role of Team Leader

The following chart identifies situations that the team leaders experienced or observed as a nontraditional student. The activities that may work in the situation are actions the team leader either initiated themselves or felt because of their experience would be a possible solution. These students recognized the need for judgment in deciding the action to take or to leave the situation alone.

ROLE OF BUDDY (TEAM LEADER) IN NONTRADITIONAL VOCATIONAL PROGRAMS

Teams of NonTraditionals

ROLE	SITUATION	ACTIVITIES THAT MAY WORK IN SITUATION
1. Buddy	1-1 New nontraditional student in shop	1-1-1 Invite new nontraditional to go to lunch and/or break to establish rapport.
	1-2 New nontraditional exhibits behaviors in shop that lead to acceptance by peers	1-2-1 Congratulate student on the approach using for acceptance with traditional students in shops.
	1-3 New nontraditional student exhibits behaviors that will lead to disruptive learning experiences for all students in shop. Behaviors defined:	1-3-1 Invite nontraditional student to lunch or break (just the two of you) so you can talk by:
	A. Chip on shoulder	Tactfully bring up subject by relating an experience just like this one with a specific result. Do not call any names. Experience could be personal or observed;
	B. Female tries to act like a man and visa versa	or
	C. Pretended helplessness	Using similar experience, ask new student how it should be handled--or rap about this at break by calling attention to the fact that the behavior makes women (men) look bad;
	D. Defensive attitude	or
	E. Arrogant attitude	Bring situation to group meeting for help;
		or
		Suggest student go to assigned counselor, another counselor, instructor, or someone student feels at ease with.

ROLE OF BUDDY (TEAM LEADER) IN NONTRADITIONAL VOCATIONAL PROGRAMS

Teams of NonTraditionals

ROLE	SITUATION	ACTIVITIES THAT MAY WORK IN SITUATION
	F. Encourages harassment	Ask if students like to be treated that way; or With some you can be direct, such as don't do that or you are asking for it and explain why.
	G. Inappropriate clothes	Rap about this at break.
2. Buddy & Support	2-1 New nontraditional is subjected to: Verbal abuse or sexual harassment by students in classroom and halls	2-1-1 Consider the following: Ask if verbal abuse in objectionable. If a person objects, suggest various ways of handling situation but make sure person knows to do what is comfortable for her/him. State forthrightly that you object. If abuse continues, report it to instructor. If necessary go to counselor, principal, etc. Refer new student to grievance procedure.
	2-2 Teacher sexually harassing student	2-2 Suggest to student: Tell the instructor to stop the objectionable behavior. Tell counselor about the incident(s). Tell principal. If it does not stop, refer to grievance procedure and Title IX coordinator.
	2-3 Teacher discriminating based on sex in treatment of students:	

ROLE OF BUDDY (TEAM LEADER) IN NONTRADITIONAL VOCATIONAL PROGRAMS

Teams of NonTraditionals

ROLE		SITUATION		ACTIVITIES THAT MAY WORK IN SITUATION	
		Women being assigned all clerical duties--men prevented from participating in "female" activities (e.g. answering telephone)	2-3-1	Bring to attention of counselor who will work with dept. head/teacher to solve problem or Refer to grievance procedure or Title IX coordinator for informal session to solve problem or make a formal complaint.
3.	Listener & Buddy & Referral Agent	3-1 New nontraditional comes to you and asks for help, encouragement, support, and advice.	3-1-1	Take time to hear the new nontraditional.
			3-1-2	Suggest options available to the student. school counselor team leader meeting or another team leader other agencies in area self help resource center learning center transportation board
		3-2 Specific help is requested:	3-2-1	Suggest the following:
		Child care		Possibility of Cooperative Child Care arrangements
		Financial problems		See counselor
		Spouse or girl/boyfriend feeling threatened or resentful		Refer to someone who had similar problem.
		Apprehensive about trying specific nontraditional		Invite to team leader meeting or refer to student who had similar problem.
		Attendance problem		Refer to counselor
		Job Conflict		Refer to counselor
		Returning to school after long absence		Tell how you handled it if you had same problem; if not, refer to someone who did.
		Math Anxiety		Relate personal experience Explain purpose of learning lab Offer to tutor or help find a tutor.

ROLE OF BUDDY (TEAM LEADER) IN NONTRADITIONAL VOCATIONAL PROGRAMS

Teams of NonTraditionals

ROLE	SITUATION	ACTIVITIES THAT MAY WORK IN SITUATION
4. Peace-maker	4-1 Students in traditional role threatened or resentful	4-1-1 Ask traditional students to have lunch with you and others or Invite traditional students to team leader meeting. or Ask traditional students if you can help them.

VII. Appendix

The following articles are possible topics for the group sessions of the team leaders.

Questions that team leaders asked during the field test were the basis for selection of the topics that are included in this section of the manual.

The interest of the individuals who choose to be a part of a support service for nontraditional students will determine which articles could be used and how much of each article should be used in the group session.

VIII. Roles For Women and Men

ROLES FOR WOMEN AND MEN

What is the appropriate behavior for a woman? In America, women are expected to conform to the following roles which were developed by Suzanne Keller at Princeton University:

1) A concentration on marriage, home, and children as the primary focus of feminine concern
2) A reliance on a male provider for sustenance and status
3) An expectation that women will emphasize nurturing and life-preserving activities
4) An injunction that women live through and for others rather than for themselves
5) A stress on beauty, personal adornment, and eroticism
6) A ban on the expression of direct assertion, aggression, and power strivings[1]

These roles have been taught to both women and men as the proper behavior for women regardless of how women may feel about their need to express themselves. Very few people have given any thought to the fact that each woman is an individual with abilities and interests that go beyond the six items mentioned above. These interests and abilities have both "feminine" and "masculine" characteristics which is the definition of androgynous.

If women are ambitious, analytical, assertive, athletic, competitive, dominant, forceful, independent, individualistic, self-reliant, self-sufficent, and/or strong, they are labeled by society with uncomplementary names. Many of these individuals who label independent women with uncomplementary names also overtly try to change the behavior pattern to be consistent with society's ideal of what women should be and how they should act. That is women should be submissive, child-like, gullible, shy, afraid, and yielding; always living through her husband and children.

Young girls are taught that they will grow up, marry their prince charming who will take care of them, and live happily ever after. They are not taught about the possibility of death or a disabling injury that prevents "prince charming" from taking care of them nor are young girls told about the high divorce rate which leaves them helpless if there is total dependence on prince charming. Even young women who "think" they will work for only a few years prepare themselves for secretarial, nursing, and teaching occupations. When they

[1]Pamela Butler. Self-Assertion For Women. A Guide To Becoming Androgynous, Harper & Row Publishers. San Francisco, 1976, p. 5.

are left by death, permanent injury, or divorce to provide for a family, financial support is limited because most jobs in which females are employed are low paying and dead end.

The number of single parent families increased from 11.4% in 1970 to 21% in 1981. Divorced women head 8.5% of families in 1981 as compared to 3.3% in 1970. More unmarried women are electing to keep their children. The number of families headed by unmarried mothers in 1981 was 3.4% of all families and 0.8% in 1970. With single parent families doubling in eleven years and with the majority of single parent families being headed by women, it is important for young women to be able to make decisions and to be independent. Since a good portion of single parent families headed by women live below the poverty level, it is critical that young women be made aware of job opportunities that have a higher pay rate and lead to higher levels of achievement up the career ladder.

In two parent families, the majority of women work and contribute 38% of the family income. Women are concentrated in clerical jobs where the pay is low and advancement slim. These women work for the same reasons as single parents and men, that is, to provide for their families and/or self-fulfillment. There are some women who prefer to stay at home with family and home responsibilities while other women must have the challenge of achievement outside the home.

Not only do young women need to be made aware of the expanded job opportunities, but women who are making a career change and who have been housewives for 20 or more years also need to know the options that are available for the same reasons.

Women who know their abilities and interests and have confidence in themselves have the least trouble with coping in a nontraditional environment. These women not only accept themselves as they are, but they like themselves. Their self-confidence and determination enables them to deal with the stares, the questioning of their sanity, the teasing, and the harassment by both women and men.

Some women who have accepted the traditional role have discovered they have abilities and interests to be successful in a nontraditional career. Financial needs or other situations may have motivated them to try a nontraditional training program and/or career. These women may fear they will lose their "femininity" or may be intimidated by women and men who tell them they are taking jobs away from men. "After all, men have families to support." These women may also have extreme difficulty coping with sexual harassment. The women who have been homemakers for 20 years and find themselves in the labor market for the first time also must deal with anxiety. Probably this group of women, who choose a nontraditional training program will have even greater insecurities. The thought of going back to school is terrifying let alone going into a program being the only female.

Both groups of the above mentioned women certainly have more feelings of insecurity than the women who know and like themselves regardless of society's expectations.

When these insecure feelings occur, the women need support and encouragement to continue if that is what they want. They need to see successful females doing the jobs for which training is being received and/or new careers are being started.

Women who choose a traditional occupation and/or homemaking should not be made to feel they are the only females doing what is proper for females. Nor should they be made to feel that something is wrong with them for choosing a traditional role.

The important point to remember is that each person has the right, regardless of sex and what others think, to choose a career that is interesting and utilizes one's talents and abilities.

Society has also had an impact on the appropriate "role " for men. According to society, men are assertive, active, athletic, competitive, decisive, mechanically inclined, confident, tough, and daring. This description says that men must always have the answer, must be able to cope with rejection, must be physically strong, must not express emotion, fear, or tenderness. Men have been given the responsibility to provide financial support for the family and have been excluded from nurturing their children.

By trying to live up to being a "man", men feel much stress. In a study conducted at the University of Maryland School of Medicine on the stress felt by men, it appears stress under which men must live because of social roles may be responsible for the shorter life span.

Cardiovascular disease, respiratory cancer, cirrhosis, and peptic ulcer are among the factors that contribute to men living eight to ten years less than women. Because men are taught from birth that they are to be successful, have status, be active and competitive, and not to express their emotions which results in tenseness, they become potential high-risk candidates of heart attack.

The "success" oriented men are usually impatient, workaholics, unable to relax, and will deny their need for others. These men who try to live up to society's expectations will frequently treat themselves with nicotine, caffeine, and alcohol. The treatment they give themselves adds more stress.

To avoid being called a "sissy", men neglect their health, reject the sick role when ill, and commit dangerous and violent acts. When men are not able to live up to society's expectations, they see themselves as failures, become depressed, and often commit suicide. Men commit suicide more than women and their methods are more violent than women's.

Dr. Solomon, who conducted this study, suggests the masculine role in society be further studied to find ways to relieve the stress men feel because they are men. He feels if men can accept both masculine and feminine characteristics, then life spans could be expected to equalize between women and men.

Just by reading newspapers, evidence that some men are opting for jobs that offer interest, self-satisfaction, and time with families can be identified. Men are filing suit when employers will not allow them time off to care for their newborn children; men are getting custody of their children in divorces. Single parent families headed by men doubled to 692,000 in 1981 from 345,000 in 1970. Of the single parent homes headed by men in 1981, 78,000 were unmarried fathers which was an increase of more than three times since 1970. The number of unmarried fathers who headed single parent families in 1970 was 21,000.

These statistics show that men are interested in nurturing--to let their feelings of love and tenderness show. For years, the word mothering was used for nurturing, and mothering implied that only women could exhibit love and tenderness.

Another change that is occurring for men that is related to nurturing their children is that 9% of America's largest corporation offer paternity leave. The number who actually request paternity leave is small which points to the "expected" role of men by society.

Men are generally thought as perpetuators of sexual harassment. However, in a case in Madison, Wisconsin, a man filed a sexual harassment complaint against his immediate supervisor and won the case. His female boss demoted him because he ended their affair. This is another breakthrough dealing with stereotyping of men.

Sex role stereotyping has had adverse effects on both women and men. It is time men and women are allowed to pursue their abilities and interests so they can be themselves and enjoy their life. Both women and men must realize that each has both male and female characteristics; that no one person is completely masculine or feminine. They must learn to be happy with themselves as they are.

IX. Tips for Success for NonTraditional Workers About Interviews and Employer Expectations

Tips for Success for NonTraditional Workers About Interviews and Employer Expectations

A need for more information about how to interview for a nontraditional job and knowing what employers expect was stated by team leaders. In response to this request, a panel of nontraditional workers and a panel facilitator were invited to discuss these topics. Other interested students and vocational administrators attended the panel discussion along with the team leaders. The panel gave information about competency testing, mechanical training, single parents, and key personnel attitudes as well as interviewing.

Competency Testing

Companies are going to competency testing of applicants. Applicants for jobs will have to demonstrate their skills, and it is quite possible skill demonstration will be on equipment that is foreign to the former vocational student.

Mechanical Training

Business and industry is very much concerned with the lack of mechanical training exhibited by many applicants who have had vocational training. Not knowing tools by name and being afraid to use machines were mentioned as concerns about nontraditional workers. The fear of using machines was attributed to lack of experience operating machines.

Single Parents

Requiring employees to work on shifts causes difficulties for single parents, especially in providing child care. Some companies now operate or provide day care centers for their employees for all three shifts.

Key Personnel Attitudes

Sometimes key personnel have negative attitudes about nontraditional workers; however, the acceptance of nontraditional workers is getting better. Knowing the job and having confidence in self are keys to being accepted by both peers and key personnel in the company. The more a person knows about her/his job, the better off that person is. The nontraditional worker should perceive negative attitudes as the problem of the person who has the negative attitudes. The nontraditional worker should build and rely on his/her own self confidence.

Job Interview and the NonTraditional Applicant

The first impression the job interviewer has is the applicant's appearance. The dress code recommended for interviews is to be clean and neat and to use common sense in the type clothing worn. Street clothes are suggested (slacks and top for a female electrician). The applicants should assert themselves during the interview--sell skills achieved and value (how they will be an asset) to the company. Honesty is critical. An applicant who cannot perform the necessary skills for the job after selling self as a skilled artesian may be classified as a talker rather than a doer. This is a negative reflection on the training program of which the applicant is a graduate.

Interviewer Checklist

In addition to personal appearance, an interviewer rates job applicants on oral skills, legible writing, eye-to-eye contact, and self demeanor.

Oral communication skills are especially important. The ability to carry on an intelligent conversation during the interview is a must. How well the applicant communicates indicates to the prospective employer the kind of employee he/she will be. Legible writing should be considered a part of communication skills, also. If oral and written communication does not occur, the job will not be well done or, in some cases, not done at all.

Eye-to-eye contact with the interviewer indicates self confidence in that the applicant can do anything he/she decides to do. Other actions that reflect self confidence are sitting comfortably without squirming in the chair, listening to what the interviewer is saying, making appropriate responses, and asking pertinent questions. In other words, being alert.

In Summary

Keys to success for the nontraditional are skills; ability to use common tools; confidence in operating machines; child care arrangements; self confidence; appropriate dress for the job; ability to sell skills and value to the company; work to demonstrate value to company; oral communication skills; legible handwriting; eye-to-eye contact; and alertness.

NOTE: Information summarized from a panel discussion presented on March 26, 1982 to the TNT Team Leaders seminar.
Members of the panel were: Tom Janes, Gloria Kellogge, James Rice Porter, Sue Durham, Joyce Hines, and Collean Manning.

X. The Happiest Place on Earth

THE HAPPIEST PLACE ON EARTH

by Dr. Ernest A. Fitzgerald

Dr. Ernest A. Fitzgerald is senior minister of the 3,700-member Centenary United Methodist Church in Winston-Salem, North Carolina. A native North Carolinian, he holds degrees from Western Carolina University and Duke University. He is the author of five books: There's No Other Way and You Can Believe, both published by Abingdon Press; Structures of Inner Peace and Living Under Pressure published by Fisher-Harrison; and How To Be a Successful Failure by Atheneum.

The Happiest Place on Earth

At the world-famous amusement park in Anaheim, California, there is a large sign near the entrance which reads "Disneyland--the Happiest Place on Earth." Each year thousands of people come from all over the world to visit this fairyland and find it to be a happy place, indeed. It is difficult to walk along the streets and paths of Disneyland and be sad or melancholy. This make-believe world catches the imagination of the most somber person.

A lot of people never make it to Disneyland; and, yet, they find life happy and satisfying. When you first observe the lives of these folks, you are likely to believe they are the recipients of some good fortune not afforded the rest of us. Closer examination, however, reveals that happy people are not always the luck folk. They have been the victims of the toughest breaks in life; they live in the hardest places and under the roughest circumstances. You can't help but wonder how these folk manage to remain cheerful and bright.

A few years ago someone writing about this paradox penned a thoughtful sentence. "If you have a happy life, it is not because you found it that way; it's because you made it that way." That sentence suggests that happiness is self-made, a do-it-yourself project. If that's true, the question arises, "How do we achieve happiness?" What are the ingredients of a happy life? A few years back William Barclay, a prolific British author, suggested three essentials in achieving happiness. Those essentials are: (1) something to hope for; (2) something to do; and (3) someone to love. Those thoughts are worth exploring.

First, happiness depends on something to hope for. Karl Menninger, in his book The Vital Balance, tells of a visit to the Buchenwald Prison Camp a few days after it was liberated during World War II. Thousands had died in the brutal camps from beatings, starvation, and overwork. One group survived. A group of doctors got together and organized a medical society. They prepared papers and presented them to one another. They treated sick prisoners and made plans for improving health conditions. They even made medical instruments including an x-ray machine. Said Dr. Menninger, "These doctors suffered the same difficulties others faced, but they survived. They were kept alive by hope!"

The function of hope in meaningful life has often been demonstrated in psychobiological laboratories. Mice placed in certain situations with no chance for escape rapidly succumbed to death. After the hopelessness feature was eliminated, the mice recovered with equal rapidity. People are not greatly different from mice in this regard. We are "kept alive by hope."

Hope does give vitality to living. It is of such strategic importance that none of us can afford to be without it. But hope is not so much something we find as it is something we cultivate. We acquire hope by searching for the potentials in every situation--by looking for the possibilities in even the worst circumstances. Happy people are not those who get the breaks but those who look for opportunities.

Second, happiness depends on having something to do. A lot is being said these days about the stress and strain of contemporary life. Overwork does take its toll. If anything is worse than overwork, however, it is having nothing to do. Recently a church bulletin contained an article about a woman who had spent long years caring for her family, but time had taken the woman's children beyond the need for her care. Death had claimed her husband. He had left her well-fixed with no responsibilities. The woman assessed her predicament as follows" "Hell is when the work is done. When there is no longer anything to do, life is no longer anything." When people lose their zest for active participation, their next loss will be their zest for living.

A proper appreciation of work is essential for happiness. Kenneth Hildebrand reports that the widow of the famed auto maker, the 100-year-old multimillionairess, said that she was happiest when she used to pack Mr. Dodge's lunch box every day. St. Paul must have been among the world's happiest people. But Paul never allowed himself to lead an idle life. Even when he was stopped from his travels and jailed for his faith, he used the prison cell as a place to write the letters which comprise much of the New Testament. We could learn from these people. Happiness is having something to do. Most often work finds us. If it doesn't, we need to find it. "Hell is when the work is done."

Third, happiness is having someone to love. Do you remember this proverb?

> I sought God, and he evaded me;
> I sought my soul, but myself I could not see.
> I sought my brother, and I found all three.

When you are young, to be encumbered in a caring relationship seems a dreadful drag. It curbs freedom and limits independence. As the years go by, however, the novelty of independence loses its luster. To be alone in latter years is a dreadful thing. In my work as a minister, I find people like that every day. They reach out for attention, for someone to care about, and for someone with whom they can share life's experiences.

Happy is the person who has cultivated ties and relationships with other folk. No one is rich enough to afford being without a friend. It takes a little work, of course, and requires some inconvenience and investment of effort; but the dividends are priceless. The poet is right. When you reach out to someone else, you find yourself.

Essentials for happiness: something to hope for, something to do, and someone to love. These may not be all the ingredients of happiness, but they are important. If life is not what we want it to be, we could well ask ourselves if one of these essentials is missing. It's amazing how any place can become "the happiest place on earth" when you follow these rules.

Ernest A. Fitzgerald, "The Happiest Place on Earth," PACE, May/June, 1982, p. 5. Reprint by permission of the author, Ernest A. Fitzgerald.

XI. The Winners Are Still Winning

THE WINNERS ARE STILL WINNING

by Dr. James G. Carr

Dr. Carr is a management psychologist specializing in personnel selection and motivation. Based in Charlotte, he is a member of the American Psychological Assoc., the National Speakers Assoc., and Sales and Marketing Assoc., and Sales and Marketing Executives International.

THE WINNERS ARE STILL WINNING

His smile was broad, but the banker's eyes told me that his question was more than an attempt to make conversation. He was a client, a friend, and the president of the bank to which I had entrusted most of my pecuniary holdings. He had flattered me on occasion by soliciting my opinions and tonight he was doing it again.

We were guests at a major civic affair and were surrounded by the elite of the business and political community. Around the well-stocked bars, one could hear snatches of conversation. Inflation. Interest rates. Unemployment. Political intrigue. Mostly bad news, and I was reflecting how easily a gullible eavesdropper could be thrown into panic when John approached with his hand extended.

After an initial exchange of pleasantries, John looked at me with his quizzical smile and said, "Jim, you get around behind the scenes in a lot of businesses. What do you make of this current economic situation?"

I wished for sudden wisdom. How could I discuss economic concerns with a financial expert? But then John had asked the question of a psychologist, so I gave him a psychologist's answer: "John, the winners are still winning!"

The grin broadened and the eyes relaxed. John understood because he was a winner. He knew, as I did, that despite the conversational atmosphere, some people would continue to pursue--and to reach--their goals. No matter how pessimistic the news, a hardy group of optimists would be girding up to wring triumph out of adversity.

Someone has said, "In a calm sea, any man is a pilot." In time of prosperity, any businessman can show a profit. But when the sea--or the economy--gets rough, only the winners survive. How do they differ from the losers who find themselves floundering on the rocks and shoals of economic turbulence?

WINNERS DEPEND UPON THEMSELVES. Winners will put any advantage they can acquire to work, but they depend ultimately upon their own talents for the attainment of their goals. Fluctuating markets and changing politics may affect business either positively or negatively, and winners know that the only constants they can count on lie within themselves.

WINNERS RECOGNIZE THE IMPORTANCE OF OTHER PEOPLE. They depend upon themselves, but they know how vital other people are to the success of their ventures. Even though human relations are always important, they are even more important in hard times. When tough decisions have to be made that involve other people, like raising prices or cutting back employees, the winners share and justify these decisions as much as they can with the people they affect.

WINNERS LOOK FOR SOLUTIONS, NOT SCAPEGOATS. When a loser suffers a setback, his first reaction is to look for someone or something to blame.

A really skillful loser can virtually whitewash his own incompetence by laying it at the feet of government, other people, or even fate. The winner has no such need. He accepts his setbacks without cynicism, seeing them only as problems to be solved. He accepts fully the consequences of his actions, but he actually wastes very little time on blame of any kind.

WINNERS ARE LESS CONCERNED WITH IMAGE THAN WITH ACCOMPLISHMENT. They have a realistic perception of their strengths and their weaknesses and, though they will strive to capitalize upon their strengths, they take their personal flaws into account and cope realistically with them. Losers, lacking vivid insight into either their valid potential or their limitations, will find their shortcomings hard to deal with--or even to admit. Obeying some need to live up to their preconceived image of "businessman," many have taken their tailormade suits, Roffler-styled hair, and Lincoln Continentals straight into the courts of bankruptcy.

WINNERS ACT ON THEIR OWN AUTHORITY. Winners do not share the losers' vulnerability to the opinions of other people. Winners can make concessions when they have to and they are typically eager to learn from anyone. But when it is time to act, they act upon their own convictions even when there is a risk of ridicule or censure. Losers, on the other hand, may be so fearful of being "wrong," that they fawn upon their superiors and cater to the whims of their peers. They may demonstrate individuality only in mistreatment of their subordinates.

WINNERS ARE TENACIOUS IN THE PURSUIT OF THEIR GOALS. Winners change pace, change tactics, change priorities...but always with an ultimate goal in mind. Their behavior may appear inconsistent at times to the uninformed, but it does not compare with the behavior of losers who may abandon a job, a project--even a long-term goal--when the going gets rough. With the winner, the ultimate goal is constant and only the strategy gets modified.

THE WINNER'S GOAL IS THE ACCOMPLISHMENT, NOT THE REWARD. Winners are builders. They are achievers. They are contributors. And while the losers exhaust themselves trying to determine how to acquire the most by giving the least, winners occupy themselves with the pursuit of accomplishment. This is not to say that winners are entirely altruistic...that they desire nothing in return for their efforts. Indeed, many of them expect to be rewarded handsomely for their contributions, but the exercise of their ingenuity, the monument to their talent, the completion of a project, takes precedence over material rewards.

In times of economic turbulence, the challenge to the talent and creativity increases. Those who meet the challenge--the winners--are still winning.

James G. Carr, "The Winners Are Still Winning," PACE, May/June, 1982, p. 21. Reprint by permission of the author, James G. Carr.

XII. Assertive Training For NonTraditional Vocational Students

Assertive Training for NonTraditional Vocational Students

Introduction

With the move to encourage individuals to pursue a nontraditional career through awareness of expanding options and matching interests and abilities with occupations, more people are choosing nontraditional training programs for employment in nontraditional occupations. Because individuals are choosing to follow careers in which they have interests and abilities and not careers that in the past were considered appropriate for their sex, there is an additional need for those individuals to assert themselves. Nontraditionals will find some members of their peer group will put pressure of some type on them because of their career choice. This will also occur after employment.

To help assure nontraditional students are successful in their training programs as well as on the job, self-assertiveness must be taught to those students who are nonassertive or aggressive. To be able to identify the nontraditional students who need assertive training, there must be a clear understanding of what it means to be assertive, nonassertive, or aggressive.

Assertive Behavior

Assertive behavior can be defined as directly communicating one's needs, wants, and opinions without punishing, threatening, or putting down others. It also means standing up for one's legitimate rights without violating the rights of others and not feeling fear while in the process of protecting your rights. A shorten definition of assertion is a direct and honest communication between two people or among several people.

Nonassertive Behavior

Nonassertive behavior occurs when people do not express their feelings, needs, opinions, or preferences or if an expression is made, it is implied or is a "hint". Nonassertive behavior is a lack of communication which results in a tremendous amount of frustration on the part of the nonassertive person because of pent-up emotions. The person trying to figure out what the nonassertive person really means also experiences frustration because of playing guessing games; and if a plan of action is dependent upon the response of a nonassertive person, that plan may never get off the ground. If it does, the plan may be ineffective because of lack of honest communication.

Aggressive Behavior

Aggressive behavior is defined as individuals expressing their opinions, emotions in a threatening, demanding, and hostile way. These people have no consideration for other people's rights and assumes no

responsibility for the consequences of their actions. Some aggressive individuals will physically assault others. The aggressive individual's primary purpose is to achieve her/his objective regardless of the cost to others. Consequences of aggressive behavior over a long period of time could lead to individuals avoiding the aggressive person completely or a noticeable strain in the relationship.

When Should You Assert Yourself?

Each situation in which you find yourself will determine whether or not you will be assertive. You must decide what are the rights and responsibilities of each person involved in the situation. Then consideration must be given to the consequences that may result when you assert yourself. Will the consequences occur in a long or short period of time and will the consequences be positive or negative? It is possible the consequences may be somewhat negative at the time you express how you feel; but in the long run, the result of expressing how you feel will be positive.

Critical to assertive behavior is using good judgment. Think before you act and say exactly what you feel as brief but clearly as possible. Eye contact is important in asserting oneself as is being relaxed and avoiding nervous laughter, jokes, and unnecessary hand, head, and body movements. Nor should excuses or apologies preceed telling another person how one feels about an excuse.

Asserting One's Self With Teachers and Parents

Teachers and principals are authority figures to students. Teachers determine when skills reach the desired level of competence, recommend for employment, monitor attendance, and can recommend termination of training. Principals have the power to suspend the students or recommend to the regional director that the student be expelled for cause. Because of the power teachers and principals have, students tend to give up some of their rights. Students feel uncomfortable to ask a question that appears "dumb" or that questions the expertise of the teacher because they fear the consequences. That is the power the teacher or principal has will be used against the students.

Earlier it was pointed out that in each situation the rights and responsibilities of each person must be determined before appropriate action is taken. In determining the rights and responsibilities, it will be realized that the authority figure may have more responsibility and certainly has more power, but the rights of individuals are the same.

Fear of unfair consequences from authority figures can be negated by realizing that unfair consequences can be appealed to a higher authority and by the self satisfaction that the right action was taken.

When communicating how one feels about certain situations with authority figures, care must be taken not to assert oneself when it is not necessary or just for the sake of assertion. These actions will bring about the

label "troublemakers" and future expressions of feelings will be ignored.

Regardless of the amount of power authority figures possess, they do not have more rights than someone in positions of less authority or no authority. As in any case, judgment is the essential ingredient in deciding when to assert one's rights.

Galassi, Merna Dee and John P., Assert Yourself, How To Be Your Own Person, Human Sciences Press, N.Y.

ASSERTING YOURSELF

- How Assertive Are You? A self-inventory
- Assumption in Assertiveness Training
- Rational Beliefs of Assertiveness
- Chart: Differences Between Assertive, Aggressive, and NonAssertive and Description of Each Type of Behavior
- My Rights as a Person
- Techniques for Assertiveness
- Assertion Skills
- Components of the Assertive Person
- Steps in Asserting Yourself
- Asserting Yourself

HOW ASSERTIVE ARE YOU?

Answer Yes/Sometimes/No

1. Do you generally express what you feel?
2. Do you speak out in protest when someone takes your place in line?
3. Do you often avoid people or situations for fear of embarrassment?
4. Do you usually have confidence in your own judgment?
5. Do you insist that your spouse or roommate take on a fair share of household chores?
6. When a salesperson makes an effort, do you find it hard to say "no" even though the merchandise is not really what you want?
7. When a latecomer is waited on before you are, do you call attention to the situation?
8. Are you reluctant to speak up in a discussion or a debate?
9. If a person has borrowed money (or a book, garment, thing of value) and is overdue in returning it, do you mention it?
10. When a person is highly unfair, do you say so?
11. Do you find it difficult to keep eye contact when talking to another person?
12. In a good restaurant, when your meal is improperly prepared or served, do you ask the waiter/waitress to correct the situation?
13. When you discover merchandise is faulty, do you return it for adjustment?

14. Are you able to openly express love and affection?
15. Are you able to ask your friends for small favors or help?
16. When you differ with a person you respect, are you able to speak up for your viewpoint?
17. Are you able to refuse unreasonable requests made by friends? A superior at work?
18. When a subordinate is not doing a good job or something, can you ask them to do better?
19. When you need information from someone like a doctor, can you get it even if they act uninterested or busy?
20. When someone continually puts you down, can you tell them to stop?
21. Can you respond to realistic criticism without getting defensive or hurt?
22. Can you take a legitimate "no" without feeling that you never should have asked?
23. Do you "fly off the handle" often?
24. Do you tend to call others names when they don't do what you want?
25. Do you continue to pursue an argument after the other person has had enough?
26. Do you often think that you have the right answer?
27. Do you find that when you do express yourself, others always seem to get defensive or back off?
28. Do you often hint around to express your wishes?

There are no keys to this test to measure one's assertiveness.

DISCUSSION--(Small Groups)

- What areas do you feel the weakest in?
- Think of a situation in which someone "put you down".
- Describe it to your small group.
- Role play the situation.
- How would you handle a similar situation?

ASSUMPTIONS IN ASSERTIVENESS TRAINING

1. Can you feel good about yourself when you are able to take care of yourself without stepping on others.
2. Taking care of yourself requires eight skills:
    a. Saying "no"
    b. Asking for what you want
    c. Saying "ouch" or "stop"
    d. Constructively criticizing
    e. Receiving criticism
    f. Giving strokes
    g. Making positive self statement accepting compliments
    h. Stroking others
3. You can assert yourself and still be a caring--loving person.
4. You will feel better when you say what you are feeling and what you want even if you don't want to.
5. You have a legitimate right to express your feelings and set limits with others (and they have a right to assert themselves back).
6. We all have hills and valleys in our assertiveness.
7. You can't make anyone else change. The only person whose behavior you can control is you.
8. Learning to be assertive is like learning any other skill. It's awkward at first.
9. Your assertions won't always work right away. Be patient.

RATIONAL BELIEFS OF BEING ASSERTIVE

- By standing up for our rights we show we respect ourselves and achieve respect from others.
- Not letting others know how we feel and what we think is a form of selfishness.
- If we don't tell other people how their behavior negatively affects us, we are denying them an important opportunity to change.
- When we do what we think is right for us, we feel better about ourselves and have more authentic and satisfying relationships with others.
- We all have a human right to courtesy and respect and have a right to express ourselves as long as we don't violate the rights of others.
- There is much to be gained by being free and able to stand up for our human rights and honoring those of others.

(This section of Assertiveness Training was developed by Dr. Suzanne Drury, Wilmington, Delaware.)

ASSERTIVENESS TRAINING

	ASSERTIVE	AGGRESSION	NON-ASSERTIVE
Behavior	1. Clear, direct, non apologetic, wants statements of feelings or limits.	1. "You" statements-- Blame, judgment, criticism of other persons.	1. Not stating feelings or wishes.
	2. Persistence. Ups "muscle" when needed.	2. Refusal to acknowledge other person's needs-- unwillingness to look for workable compromise.	2. Stating, feelings, by hints apologetically, or to the wrong person.
	3. Appropriate body language, eye contact strong even tone, erect posture.	3. To high "muscle" level.	3. Giving up after first resistance.
	4. Listens		4. Inappropriate body language no eye contact, hesitant, etc.
Cues	Feeling of being "finished."	Others become defensive.	Tension, "Put Upon" feelings, gunny-sacking, delayed reactions, complaining.
Motto	I want to find a way where we both can win.	I want mine. Your needs are irrelevant.	If anyone should ever be hurt or inconvenienced, it should be me.

MY RIGHTS AS A PERSON

1. To be the ultimate judge of myself--to set my own priorities.
2. To be illogical--not to offer reasons for my behavior.
3. To express my feelings and opinions openly and directly (even if you don't like them) and to have their importance acknowledged.
4. To be angry and say so.
5. To say "no" without feeling guilty.
6. To ask for what I want.
7. To get what I pay for.
8. To ask for information from professionals.
9. To be independent of the goodwill of others before coping with them.
10. To make mistakes.
11. To set limits on my relationships.
12. To judge where I am responsible for finding the solution to someone else's problem.
13. To choose whether or not to change a behavior someone else objects to.
14. To choose not to assert myself.

TECHNIQUES FOR ASSERTIVENESS

1. "I" statements--"I'm having trouble following those instructions" Not "You are confusing." "I want some feedback from you about this report." "I'd like to meet for lunch."
2. Changing our self messages--Assertive Chant, e.g., Saying to yourself, "I have a right to get what I pay for." Pats on your back for being assertive.
3. Broken record--acknowledging the other's serious point and repeating "other people may not have objected to the noise, but I'd really like you to turn down your radio."
4. Relaxation--Physical relaxation or calm scene.
5. Empathy--Recognizing and reflecting other's feelings--checking perceptions, "so as far as you're concerned if I don't work overtime every day I'm not doing a good job."
6. Workable compromise (finding a way where you both can win). Especially important with another assertive person. "All right, I'll go to the restaurant you pick this time but next time, I get to choose."

7. Selective ignoring "I simply won't respond if you continue to criticize my friends."
8. Setting limits "I'd be happy to hear your criticisms when I'm finished with my client." "I don't want to go out with you."
9. Expressing positive feelings. "I really enjoy sharing with you."

EXERCISE: ASSERTIVE TECHNIQUES

Think of a situation in which you are not assertive now. What are some techniques you could use?

Think of a situation in which you want something from another person. Ask yourself:

What behaviors do I want the person to keep?

...to quit?

...to start doing?

What behaviors do I want to keep?

...to quit?

...to start doing?

What's the least I'd settle for?

What's the real least I could live with?

If my initial approach to the other person doesn't work, what else could I do?

COMPONENTS OF THE ASSERTIVE RESPONSE

1. Eye Contact
2. Body posture
3. Facial expression
4. Voice tone
5. Timing
6. Content
7. Context

Group Responsibilities:

1. Support each other.
2. Give each other feedback about how you are coming across.
3. Provide chance for everyone in the group to work on becoming more assertive.

STEPS IN ASSERTING YOURSELF

1. Notice body cues that tell you when you need to be assertive.
2. Decide what you want the other person to stop doing, keep doing, or start doing and same for yourself.
3. Evaluate the long and short range consequences of asserting yourself. Decide whether to assert yourself.
4. Ask for what you want directly, succinctly and with appropriate body language.
5. Persist until a workable compromise has been reached or you feel you've reached a brick wall.
6. If a brick wall look for other routes to what you want.

ASSERTING YOURSELF

Exercise

What are some feelings or body cues that tell me I'm being nonassertive or aggressive?

Where are areas where I have trouble being assertive?

Describe one situation this last week when you were assertive.

Sexual Harassment

The National Advisory Council on Women's Educational Programs prepared a report on sexual harassment of students. The following comments are summarized from that report.

Title IX of the Education Amendments of 1972 prohibits sex discrimination in education which also covers sexual harassment. The definition of sexual harassment has been difficult, but through the surveys returned to the Women's Advisory Council, it has been defined as:

1. Generalized sexist remark or behavior;
2. Inappropriate and offensive, but essentially sanction-free sexual advances;
3. Solicitation of sexual activity or other sex-linked behavior by promise of rewards;
4. Coercion of sexual activity by threat of punishment; and
5. Sexual assaults.

Generalized sexist remark or behavior

The actions involved are often antifemale or antimale and usually do not lead to sexual activity. The remarks are directed at the person because of that person's sex. Usually the remarks are made in such a manner that affects the whole classroom.

This harassment seems to come to females breaking into traditionally male dominated occupations. Teachers who teach required courses or have authority to make critical decisions about a student's move in the occupation of her/his choice is an area that appears to have much of this type of harassment.

The leer, off-color joke, suggestive story, crudely sexual remark, and ogling are examples of generalized sexist remarks or behavior.

Inappropriate and offensive, but essentially sanction-free sexual advances

This type of harassment is when an individual asks another to go for lunch, coffee, or a drink for sexual encounters. These requests are often accompanied by touching.

Many individuals in the survey stated that this kind of action made them feel uncomfortable. However, these same individuals indicated they did not feel threatened by these sexual advances.

The misplaced hug or direct proposition may seem only marginally outside the bounds of conventional behavior, but some courts have considered these activities as grounds for civil suits. The

discomfort a person feels, especially if the person's position who is making the advances is one of authority, may seriously impair the students' ability to participate in their class work.

Solicitation of sexual activity or other sex-related behavior by promise of rewards

In this category, the promise of reward may turn into a threat when the initiator meets with noncooperation. This is the attempt to use the school (institution) authority to make payment for a sexual favor, or to induce conformance with sex-role stereotypes. This could amount to purchasing sexual behavior. In its more blatant forms, it could be prosecuted as a criminal act. This type of harassment differs from the second type because of the reward involved.

Coercion of sexual activity by threat of punishments

In the business world, harassment of this kind is called "put out or get out" and is considered the heart of sexual harassment. For students it could be termed "A for a lay." Too often this kind of harassment puts a person's career or degree on the line and could affect a person for the rest of her/his life.

Sexual crimes and misdemeanors

This type of harassment is an act or acts that if are reported to police authorities would be considered crimes or misdemeanors. For the most part, the acts are not reported, even whey they are extreme. An example is rape. The act or acts isn't reported because of fear--fear of consequences of reporting such incidents to any authority. This fear often introduces a form of consent into the acts; that is, the person does not fiercely resist and sometime continues their association despite their feelings of fear, anxiety, and maybe disgust. When this type of consent occurs, the incidents are sometimes robbed of being criminal.

Copies with Sexual Harassment

The Report on the Sexual Harassment of Students conducted by the National Advisory Council on Women's Educational Programs concluded that most people who are sexually harassed try to deal with the situation by themselves. The way they "cope" is (1) to avoid the person doing the harassing, (2) to minimize the situation or situations, (3) to give in to the person who is harassing, and (4) to ignore the predicament hoping that it will not occur again.

The action that is the most effective in coping with sexual harassment is to make the objection clear at the time of the incident. However, many individuals who have been harassed do not feel immediate rejection is feasible because of the authority position held by person doing the harassing. The authority position causes the sufferer to show displeasure in a lenient way which is interpreted as encouragement.

Victims of sexual harassment tend to keep silent, and when they do speak out, they are surprised to find others have had similar experiences

with the same person. Most victims keep silent because of fear--fear that they are somehow responsible; fear that they will not be believed; fear that by saying something they will call attention to their sex and not their work; fear of reprisals. Shame also keeps victims silent--shame of being involved in a sexual incident or incidents. Victims believe that the school officials will not take any action even if the incident is reported.

The fear that nothing will be done is justified as evidenced by several letters sent to the National Advisory Council on Women that described attempts to get authorities involved in stopping sexual harassment.

The fears reported in the Sexual Harassment, A Report on the Sexual Harassment of Students appear to be justified by such statements as women cause the harassment by their actions" or the "body language of a woman causes the harassment." In cases where an incident or incidents are reported, the school authorities gathered evidence on the person making the report and not on the other person involved. This action indicates the "authorities" feel the person reporting the harassment caused the incident. That action also supports the belief of victims that it does no good to report the incident to the authorities.

Sexual Harassment is Illegal

There are a variety of laws to help protect victims of sexual harassment. There are federal and state laws which prohibit discrimination and in some instances criminal charges or civil suits can be made against the school and the party charged with sexual harassment.

Title VII case law implies that a violation of Title IX could be established if one of the following conditions were present during the incident or incidents of sexual harassment:

1. the initiator was an employee of institution,
2. the initiator was in a position to stipulate the educational success of the victim,
3. the initiator harassed a victim or victims of only one sex,
4. the institution did not take prompt remedial action when it knew sexual harassment had occurred in the school.

The Continental Can Company v. Minnesota (Minn. S.C. 1980) case indicates that the sexual harassment of a student by other students may cause institutional liability if the following conditions are present: (1) the harassment interferes with the learning environment, (2) the harassment is directed at students of one sex, (3) the school took no remedial or corrective action even though it knew harassment had occurred.

Kentucky Administrative Regulation 5:080 makes teachers and administrators employed in state vocational technical schools and area vocational educational centers responsible for the supervision and discipline of students

during the time they are in attendance at state operated vocational facilities. Another section of that same regulation authorizes the regional director to expel postsecondary or adult students for cause. Both these sections would be applicable when sexual harassment interfered with learning environment. Title IX, the prohibition of discrimination in education based on sex also protects students from sexual harassments.

Civil suits and criminal action

Civil suits and criminal actions are options available to victims of sexual harassment. There are two types of civil suits, torts and breach of contract, which may be used. Tort law deals with compensation of losses suffered by an individual or individuals in their legally protected interests through others' conduct which is considered socially unreasonable. In tort law, the areas that seem most applicable to sexual harassment are assault, bettery, and words or acts causing mental or emotional disturbance.

Breach of Contract

Title IX requires every educational institution that receives federal funds to prominently display a notice to the public that the institution does not discriminate on the basis of sex. This promise makes a contractual obligation between the institution and its students. Since sexual harassment violates Title IX, and if the institution allows sexual harassment to continue, the institutions may be liable for breach of contract. Actually the personnel of the institutions are liable in two ways: (1) violation of Title IX, and (2) breach of contract.

Criminal Action

Many of the acts of sexual harassment are classified as crimes and misdemeanors. Usually such sexual acts from fondling to self exposure to rape may be prosecuted as sex crimes.

However, in most cases, the defense for criminal action is that the victim consented. In sexual assault cases, the victims must show that force or threat of force was used. So in criminal prosecution, there must be evidence of a fight or a very good reason for there being no fight.

Even though sexual harassment is coming out of the closet, it seems for the most part that the victims still suffer the most.

Till, Frank J., Sexual Harassment: A Report On The Sexual Harassment Of Students, The National Advisory Council on Women's Educational Programs, August, 1980.

NEW JOB ANXIETY

Anxiety occurs whenever something new is to be experienced. The anxiety results from a variety of sources: the desire to be successful, the possibility that success will not come, the fear of not being accepted by the employees, and other many uncertainities.

The third edition of Your Attitude Is Showing by Elwood N. Chapman has thirteen tips for a person going on a new job. The tips have been paraphased and are the following:

1) The first few days on a new job, the company policy's, procedures, and rules are to be studied. The familiarization of these documents prepare the way for becoming an integral part of the company. Because everything is so new, it is impossible to remember all that you read or have been told. Take a few notes as explanations are given or as you are reading. The notes are an excellent resource for review during the early days of being new on the job as well as future use.

2) Employers expect the employees to be at work and to be there on time. When jobs are accepted, the employees are telling the employers that there are no transportation problems. If public transportation is the means of getting to and from work, be sure to follow the schedule that will mean arrival time is before work hours officially begin. If personal transportation is available, practice preventive maintenance by observing these three rules: (a) keep car in good mechanical order, (b) check tires often, (c) have enough gas, then promptness at work is assured. If carpooling is to be the means to get to work, be sure the people with whom you ride are conscientious about arriving on time. Being at the work station several minutes before the work day starts shows responsibility is accepted and dependability is a character trait.

3) The first few weeks at work is more draining than most new employees realize. The stress and strain of learning the new job and adapting to new people surroundings, and rules will sap the energy level. Efforts to prevent the energy level from getting so low as to cause high susceptibility to viruses, flus, and colds can be made by not overloading personal activities after work and by getting enough sleep. When the new job begins to be less strenuous, then the personal life can be more active.

4) Even though explanations have been given and the policies, procedures, and rules have been studied, there are still some areas relating to the new job that is not

understood. Whenever understanding is not complete, questions should be asked so mistakes will not be made. If too many errors are made at the beginning of a new job, it is a reflection on the quality of work completed and could lead to dismissal. The time to ask questions is when the supervisor is free. If the supervisor is working with others or is working to meet a deadline, then wait until those tasks are done. Write the questions down so each one can be answered at the same session which saves time for the supervisor as well as the new employee. This technique keeps the new employee from becoming a pest.

5) In their eagerness to make a good impression, some new employees will work through their breaks and lunch as well as come early and leave late. This desire to get the job done is complimentary; however, there may be regulations regarding overtime that could cause some labor problems for the employer. It is best to work the hours the supervisor has said are the official hours to be worked in a day or week. This eagerness to get the job done may make the co-workers feel it is for "brownie points" only. The "brownie point system" causes a lot of resentment and unrest among the co-workers and made the work place unpleasant.

6) One of the quickest ways to get off to a bad start with co-workers is to brag about the level of educational achievement. This bragging could cause co-workers to have feelings of inferiority and/or resentment. Then when help is needed, it may not be forthcoming. Use the procedures to complete the tasks that the company teaches even if there is a more efficient way. By following company procedures, the experienced workers have opportunities to help, plus it provides the time to become acquainted with co-workers. This helps to establish a good working relationship. The time to suggest more efficient ways to accomplish a task is when there is a thorough understanding of the operation and the working relationship is good.

7) Establishing friendly relationships on a new job is important to each new employee. However, do not rush into a friendship too soon after the first day of work. Be friendly to everyone for the first few weeks. This will provide the time to learn more about the co-workers and will help prevent establishing relationships that could be detrimental. If one of the employees does not have the respect of the others and a relationship is developed between the new employee and the unrespected employee, the new employee will be classified like the unrespected employee. Classification by association is

not fair, but it does occur. That is why it is important not to establish close friendships too soon after starting a new job.

8) New employees need to be alert and energetic; however, it must be remembered that steady progress is the best way to make progress within an organization. This includes producing the desired outcome as well as developing the human relations aspect of the job.

9) The proper grooming standards vary from organization to organization. Prior to accepting the job, the company policy on grooming should be understood so there will be no misunderstanding after employment begins. Individuals have the right to be themselves, but most people feel a little comformity will not hurt.

10) Most organizations have policies, rules, procedures, and other company related information for employees in company publications. Read the company publications for understanding. Knowledge of how the company operates is useful in planning for advancement.

11) Creating a good impression means to be natural. Do not copy characteristics of others; the action comes on as being phony which will defeat the purpose of creating a good impression. It is the new employee's characteristics in which the company is interested, not another person.

12) Eye contact is just as important as listening is when in conversation with others. Eye contact indicates interest and attentiveness.

13) A good first impression is created when a person smiles easily, verbally greets others, opens doors for others, and is just courteous. These mannerisms make it easy for individuals to get to meet and know each other. The way to good human relations is paved and prepares individuals for the next step in the career ladder.

TEASING AND TESTING ON A NEW ASSIGNMENT

In Elwood N. Chapman's book, Your Attitude Is Showing, some guidelines for coping with teasing and testing on a new assignment are presented. The following strategies are a summary of the material presented in Your Attitude Is Showing, A Primer on Human Relations, third edition, Science Research Associates, Inc.

When starting a new assignment, it is quite possible that a few of the tenured employees will make the new assignment difficult by teasing and/or testing. The teasing and testing may result because the tenured employees wanted another person to fill the position which causes resentment. The tenured employees may also have a strong relationship and feel the new employees must earn the confidence of the group before becoming a part of the group.

Teasing is a spur of the moment activity that is done in a good natured manner. In most cases, teasing is harmless, one on one, and a way to help the new employee become a member of the group. Healthy teasing should not be taken personally because it helps break down any communication barriers that may exist.

Testing can have more serious implications and requires more understanding than teasing. There are two types of testing which are organizational and personal. Organizational testing comes from management in an effort to discover how the new employee adjusts to certain conditions and what type person the new employee really is. Personal testing is one person trying out another because of personality conflicts or prejudices.

Organizational Testing

In almost all organizations, there are unpleasant jobs that must be done. Usually these jobs are given to the newest employee of the organization and are given to the new employee for a purpose. Management wants to see the attitude the new employee exhibits while completing the unpleasant tasks. If new employees cannot take the good with the bad, they may not be able to assume more responsibility later.

While being tested by management, the better the reaction to the testing will bring more quickly an end to the testing and relations with other employees will improve. If there is a negative reaction to the testing, it may mean being kept on the unpleasant task longer than would have been; hurting chances for a better assignment in the future; and damaging relationships with management.

Personal Testing

Personal testing can cause more trouble unless it is recognized for what it is. It could come from a co-worker or management. The age of the person doing the personal testing may be younger, older, or the same. The best way to cope with testing is to act as if it were teasing. More than likely, the testing will end in a short period of time. However, if the testing continues for a long time, it should be recognized as personal testing and has deep-seated motives. The change to "jab the needle" will be taken at every opportunity.

When a serious testing situation arises, consider the following as possibilities for coping:

1) Take the testing as part of initiation into a new group of individuals and do not aggravate the situation.

2) If the testing does not end, go to the person doing the testing and ask what has been done to cause the upsetting situation. Be polite but firm when the tester is being held accountable. Some individuals will run over others indefinitely if it is permitted. The individuals who allow someone to run over them are not respected by the tester.

3) When forcing the issue, remember not to make accusations or have a chip on your shoulder. The purpose of the confrontation is to open up the relationship, not to make it worse.

4) After the relationship is reestablished, make efforts to assume the responsibility for rebuilding.

5) After every effort has been made to change the relationship and the situation remains the same or is worse, contact the supervisor and discuss the situation openly and honestly.

It is important to realize that these trying teasing situations occur infrequently so do not anticipate a difficult working situation when new work assignments are accepted.

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